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IDENTIFIERS Dewey (John); Habermas (Jurgen); Rogers (Carl)

ABSTRACT

Focusing on teaching and learning (the learning process rather than selection of learning content), this book provides a comprehensive perspective on the process of adult and higher education. Part 1 explores the transactional relationship between the personal reflective world of the learner and the collaborative shared world of the educational setting through identification of the themes of responsibility and control and the concomitant development of critical thinking and self-directed learning models. Following the first chapter's overview of the themes and concepts explored in the subsequent chapters, chapter 2 explores the works of J. Dewey, C. Rogers, and J. Habermas as a foundation for discussions to follow. Chapter 3 provides a general overview of three contrasting perspectives of learning: behaviorist, cognitive, and interactive. The next two chapters present core conceptual models of the educational process: critical thinking and the cognitive and social dynamics of the teaching-learning process. The second part of the book moves into the practical issues of responsible teaching, design, and meaningful learning activities. In chapter 6, the focus shifts to effective and responsible teaching, and chapter 7 complements the overview of responsible teaching with a pragmatic discussion and organization of meaningful learning activities. Chapter 8 provides practical strategies and suggestions for facilitating a meaningful and worthwhile learning experience. In chapter 9, the issue of assessing learning and achievement is discussed. Chapter 10 explores the role that technologies of educational design and delivery play in the teaching-learning process. The final chapter concludes the book with a

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systemic analysis of the teaching-learning transaction. A list of 282 references is included. (KC)

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